### Physical Development

**Benchmarks: Sensory Learning**

<table>
<thead>
<tr>
<th>Age</th>
<th>Benchmarks</th>
</tr>
</thead>
</table>
| 0-3 mo.   | - Prefers bright colors  
- Tracks visually & makes eye contact  
- Holds an object, but won’t reach for it  
- Starts to coo and smile (repeat the sounds that the child makes)  
- Bonding with caregiver (touching and holding child is important)  
- Basic needs need to be met - feeding, touching  
- React to familiar scents – (becoming more calm when given a familiar blanket) |
| 4-6 mo.   | - Imitates sounds   
- Begins to recognize their name when spoken  
- Discovers their body parts  
- Shows emotion – crying when important person leaves  
- Uses hands – passing back and forth  
- Starts to see colors, shapes, patterns, pictures – loves flashing lights  
- Turns toward a sound and looks for its source. |
| 7-12 mo.  | - Shows curiosity by exploring senses  
- Repeats actions (clapping – bye-bye, peak-a-boo)  
- Exhibits stranger anxiety  
- Explores – banging/shaking  
- Begins to eat soft food and react to taste, scent and texture. |
| 12-18 mo. | - Begins relating to other children  
- Explores books /pictures independently  
- Explores new textures, shapes and materials within the environment  
- Scribbles with different media |
| 18-24 mo. | - Experiments with objects  
- Sorts and match objects with guidance  
- Strings beads  
- Explores puzzles and blocks  
- Expresses wonder at the world through all five senses |
| 24-36 mo. | - Recognizes basic colors, shapes and body parts  
- Knows familiar songs, rhymes, finger plays  
- Listens attentively to stories and will imitate story reading  
- Moving from fist to tripod grasp  
- Displays self-soothing behaviors  
- Builds a tower with blocks |
| 36 mo. – 5 years | *sensory learning becomes integrated in all areas of development for children of these ages*  
- Demonstrates an increasing awareness of complex sensory inputs and uses more complex language to describe them. (for example bitter, sour, salty)  
- Recognizes increased detail in objects and pictures |
### Benchmarks: Health and Physical Well-Being

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Developmental Milestones</th>
</tr>
</thead>
</table>
| 0-3 mo.   | Tracks visually & makes eye contact  
Basic needs need to be met - feeding, touching  
Cries as way to communicate |
| 4-6 mo.   | Eats to fullness  
Responds to regular daily routines (diaper change, feeding) |
| 7-12 mo.  | Self-soothing, redirect from unsafe behaviors |
| 12-18 mo. | Develops self-help skills  
Feeds self  
Helps undressing self |
| 18-24 mo. | Participates in brushing teeth & blowing nose  
Demonstrates food preferences |
| 24-36 mo. | Aware of bodily functions  
Participates in meal time  
Displays some recognition of rules & pays attention to safety instructions |
| 36-48 mo. | Dresses themselves independently  
Recognizes of rules and pays attention to safety instructions |
| 4 – 5 yrs | Brushes teeth independently  
Blows nose independently  
Selects appropriate clothing for weather  
Participates in group physical games & actions |

### Benchmarks: Large Muscle (gross Motor)

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Developmental Milestones</th>
</tr>
</thead>
</table>
| 0-3 mo.   | Develops neck & arm – tummy time is important  
Holds an object, but won’t reach for it |
| 4-6 mo.   | Rolls over  
Sits with support  
Bears weight on legs  
Scoots and bounces |
| 7-12 mo.  | Sits independently  
Creeing to crawling  
Stands & bounces  
Banging and shaking  
Responds physically to music |
| 12-18 mo. | Balance & coordination  
Control over arms & legs  
Walks independently |
| 18-24 mo. | Begins to run  
Walks up and down stairs holding on to support  
Throws a ball at a target  
Kicks ball  
Attempts to jump |
| 24-36 mo. | Jumps with both feet off the ground at once  
Bounces a ball  
Catches a large ball |
<table>
<thead>
<tr>
<th>Age Range</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 36-48 mo. 3 – 4 yrs | Walks down stairs alternating feet  
Jumps & hop several times  
Runs smoothly  
Gallops |
| 4 – 5 yrs | Skips  
Gallops with either leg  
Kicks ball with accuracy  
Rides bike with training wheels  
Moves forward and backward with agility  
Throws overhead |
| **Benchmarks: Small Muscle (fine motor)** | |
| 0-3 mo. | Tracks visually & makes eye contact  
Holds an object, but won’t reach for it |
| 4-6 mo. | Passes object from one hand to another  
Reaches for object with one hand (using a raking motion) |
| 7-12 mo. | Shaking & banging  
Repeats motions (clapping, bye-bye)  
Uses fingers to grasp object (hand to hand)  
Puts object into a container and takes them out |
| 12-18 mo. | Eye/hand coordination,  
Scribbles  
Feeds self  
Helps dress self  
Explores books |
| 18-24 mo. | Strings beads  
Puzzles  
Blocks  
Sort & match  
Feeds self with a spoon  
Scribbling begins to include lines and circles |
| 24-36 mo. | Builds a tower  
Dressing  
Fist toward tripod writing  
Cuts paper  
Turns book pages one at a time  
Consistently uses spoon and fork to eat  
Traces a shape |
| 36-48 mo. 3 – 4 yrs | Draws sunshine people  
Copies shapes  
Writes name w/ model  
Cuts on line and curve |
| 4 – 5 yrs | Uses an instrument in time w/rhythm  
Puts together a 10-12 piece puzzle  
Holds pencil properly (tripod hold)  
Draws their own name & familiar words  
Takes care of most dressing and bodily needs independently  
Starts to add details to pictures  
Uses all utensils to eat |
# Emotional Development

**Benchmarks: Attachment Relationships (A Caring Community)**

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Milestones</th>
</tr>
</thead>
</table>
| 0-3 mo.   | Tracks visually & makes eye contact  
             Starts to coo and smile – (repeat the sounds that the child makes)  
             Bonding with caregiver – (touching and holding child is important)  
             Basic needs need to be met - feeding, touching  
             Cries as way to communicate |
| 4-6 mo.   | Imitates sounds  
             Begins to recognize their name when spoken  
             Shows emotion – crying when important person leaves  
             Plays independently |
| 7-12 mo.  | Stranger anxiety  
             Parallel aware play |
| 12-18 mo. | Self help skills – self feed help with dressing  
             Security w/ familiar adults  
             Begins relating to other children  
             Has an awareness of other children’s feelings  
             Begins simple social play  
             Imitate adults – like to help (routine behaviors)  
             Starts to use simple words to express emotions(i.e. “sad”, “happy”, “mad”) |
| 18-24 mo. | Proud of things they do  
             Solves simple problems  
             Uses and understands the word, “Mine”  
             Communicate sense of humor |
| 24-36 mo. | Asks simple question (who, what when, where, why)  
             Uses four-word sentences  
             Knows 800 words, Uses 200 words  
             Imitates adult and playmates activities  
             Knows family members  
             Uses social phrases (please, thank you)  
             Listens attentively to stories and will imitate story reading  
             Anticipates consequences  
             Loves to do things independently (note: allow time for this, pick up shoes, put on coat and shoes)  
             Self-help  
             Comforts others who are sad  
             Expresses & understands feelings  
             Displays self-soothing behaviors  
             Displays cooperative social pretend play |
<table>
<thead>
<tr>
<th>Age Range</th>
<th>Developments</th>
</tr>
</thead>
<tbody>
<tr>
<td>36-48 mo. 3 – 4 yrs</td>
<td>Cooperates &amp; shares with other children (bartering and trading) &lt;br&gt; Understands time concepts &lt;br&gt; Uses complete sentences &lt;br&gt; Draws “sunshine” people &lt;br&gt; Plays with age peers &lt;br&gt; Uses fantasy play &lt;br&gt; Seeks affirmation, takes pride in accomplishments</td>
</tr>
<tr>
<td>4 – 5 yrs</td>
<td>Manages emotions appropriately &lt;br&gt; Understands and makes choices &lt;br&gt; Takes care of most dressing and body needs independently &lt;br&gt; Informs adults of change in routine and when rules are broken &lt;br&gt; Focuses on a task for at least five minutes persisting through problems and distractions &lt;br&gt; Makes peer friends &lt;br&gt; Demonstrates an aware of cause and effect &lt;br&gt; Demonstrates cooperation and team work &lt;br&gt; Takes on other’s point of view (ex. Aubrey likes fairies so Elaina likes fairies)</td>
</tr>
</tbody>
</table>

**Benchmarks: Sense of Self – Social Identity**

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Developments</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 mo.</td>
<td>Identity is based on caregiver</td>
</tr>
<tr>
<td>4-6 mo.</td>
<td>Begins to recognize their name &lt;br&gt; Discovers their body parts &lt;br&gt; Looks at self in mirror</td>
</tr>
<tr>
<td>7-12 mo.</td>
<td>Displays curiosity by exploring senses &lt;br&gt; Shows likes and dislikes</td>
</tr>
<tr>
<td>12-18 mo.</td>
<td>Points to body parts when named &lt;br&gt; Engages in pretend play &lt;br&gt; Looks at self in mirror</td>
</tr>
<tr>
<td>18-24 mo.</td>
<td>Cooperative pretend play &lt;br&gt; Uses and understands the word, “Mine”</td>
</tr>
<tr>
<td>24-36 mo.</td>
<td>Knows family members &lt;br&gt; Displays cooperative social pretend play</td>
</tr>
<tr>
<td>36-48 mo. 3 – 4 yrs</td>
<td>States their age &amp; gender &lt;br&gt; Seeks affirmation, takes pride in accomplishments &lt;br&gt; Focuses on a task for at least five minutes</td>
</tr>
<tr>
<td>4 – 5 yrs</td>
<td>Focuses on a task for at least 10 - 15 minutes &lt;br&gt; Persists through problems &amp; distractions</td>
</tr>
</tbody>
</table>
## Early Learning Matters
because parents are their children's first, best teachers.

<table>
<thead>
<tr>
<th><strong>Benchmarks: Mutual and Self Regulation</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 mo.</td>
<td>Calms when comforted</td>
</tr>
<tr>
<td>4-6 mo.</td>
<td>Consistent schedule</td>
</tr>
<tr>
<td></td>
<td>Calms self with a self-soothing technique (pacifier)</td>
</tr>
<tr>
<td>7-12 mo.</td>
<td>Looks to a familiar adult when trying to judge a situation</td>
</tr>
<tr>
<td>12-18 mo.</td>
<td>Starts to understand rules and routines</td>
</tr>
<tr>
<td>18-24 mo.</td>
<td>Begins to use verbal cues to communicate</td>
</tr>
<tr>
<td>24-36 mo.</td>
<td>Anticipates consequences</td>
</tr>
<tr>
<td></td>
<td>Loves to be independent</td>
</tr>
<tr>
<td></td>
<td>Develops independent self-soothing behaviors</td>
</tr>
<tr>
<td>36-48 mo. 3 – 4 yrs</td>
<td>Seeks affirmation, takes pride in accomplishments</td>
</tr>
<tr>
<td>4 – 5 yrs</td>
<td>Manages emotions appropriately</td>
</tr>
<tr>
<td></td>
<td>Understands &amp; makes choices</td>
</tr>
<tr>
<td></td>
<td>Informs adults of change in routine</td>
</tr>
<tr>
<td></td>
<td>Stays on task for 5 minutes even with distractions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Benchmarks: Emotions of self and others</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 mo.</td>
<td>Cries as way to communicate</td>
</tr>
<tr>
<td>4-6 mo.</td>
<td>Uses different cries for different needs</td>
</tr>
<tr>
<td></td>
<td>Cries when a familiar person leaves</td>
</tr>
<tr>
<td>7-12 mo.</td>
<td>Exhibits stranger anxiety</td>
</tr>
<tr>
<td>12-18 mo.</td>
<td>Demonstrates awareness of other children’s feelings</td>
</tr>
<tr>
<td>18-24 mo.</td>
<td>Uses and understands the word, “Mine”</td>
</tr>
<tr>
<td></td>
<td>Communicates sense of humor</td>
</tr>
<tr>
<td>24-36 mo.</td>
<td>Comforts others who are sad</td>
</tr>
<tr>
<td></td>
<td>Expresses &amp; understand feelings – both positive and negative</td>
</tr>
<tr>
<td>36-48 mo. 3 – 4 yrs</td>
<td>Seeks affirmation, takes pride in accomplishments</td>
</tr>
<tr>
<td>4 – 5 yrs</td>
<td>Manages emotions appropriately</td>
</tr>
<tr>
<td></td>
<td>Shows kindness and empathy</td>
</tr>
<tr>
<td>Social Development</td>
<td></td>
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<tr>
<td>--------------------</td>
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</tr>
<tr>
<td><strong>Benchmarks: Social Interaction, Adults &amp; Peers</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **0-3 mo.** | Tracks visually & makes eye contact  
Repeats sounds  
Bonds with caretaker  
Cries as way to communicate  
Coos & smiles  
Basic needs need to be met - feeding, touching |
| **4-6 mo.** | Responds to another baby crying  
Recognizes own name  
Imitates sounds  
Cries when important person leaves  
Matches facial expressions  
Plays independently |
| **7-12 mo.** | Lifts arms to be picked up  
Repeats actions (Bye-bye, peek-a-boo)  
Says familiar words (mama, dada)  
Stranger anxiety  
Parallel aware play |
| **12-18 mo.** | Security w/familiar adults  
Begins relating to other children  
Displays an awareness of other children’s feelings  
Begins simple social play  
Imitates play |
| **18-24 mo.** | Communicates sense of humor  
Asks for help verbally or with gestures  
Responds to requests made by familiar adults  
Cooperative pretend play |
| **24-36 mo.** | Imitates adult & playmates activities  
Knows family members  
Uses social phrases (thank you, please)  
Comforts others who are sad  
Cooperative social pretend play |
| **36-48 mo. 3 – 4 yrs** | Cooperates and shares with other children (bartering & trading)  
Plays with age peers  
Engages in fantasy play |
| **4 – 5 yrs** | Self confident and cooperative  
Shows kindness and empathy |
## Communication and Language Development

**Benchmarks: Listening, understanding & communicating**

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Developmental Milestones</th>
</tr>
</thead>
</table>
| 0-3 mo.   | Tracks visually & makes eye contact  
Starts to coo and smile – repeat the sounds that the child makes  
Bonds with caregiver – touching and holding child is important  
Basic needs need to be met - feeding, touching  
Cries as way to communicate |
| 4-6 mo.   | Imitates sounds  
Begins to recognize their name when spoken  
Shows emotion – crying when important person leaves |
| 7-12 mo.  | Repeats actions (clapping – bye-bye, peak-a-boo  
Starts saying familiar words – mama, dada  
Stranger anxiety  
Responds to familiar vocabulary |
| 12-18 mo. | Security w/ familiar adults  
Begins relating to other children  
Awareness of other children’s feelings  
Begins simple social play  
Imitates adults – likes to help  
Explores books /pictures independently |
| 18-24 mo. | Uses and understands the word, “Mine”  
Communicates sense of humor  
Cooperative pretend play  
Asks a lot of questions  
Uses 15-20 words |
| 24-36 mo. | Uses “ing” appropriately at the end of words  
Follows simple directions  
Repeats words heard in conversations  
Answers simple questions  
Uses 150-300 words |
| 36-48 mo. 3 – 4 yrs | Knows plurals  
Uses descriptive works  
Uses complete sentences  
Uses 900-1000 words |
| 4 – 5 yrs | Uses correct grammar most of the time  
Asks and answers who, what, where, when questions |
### Benchmarks: Early Literacy (Reading and Writing)

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Skills and Development</th>
</tr>
</thead>
</table>
| 0-3 mo.   | Tracks visually & makes eye contact  
           | 1-2 minute attention span  
           | Starts to coo and smile (repeat the sounds that the child makes) |
| 4-6 mo.   | Imitating sounds  
           | Begins to recognize their name when spoken  
           | Uses hands – developing fine motor skills  
           | Starting to see colors, shapes, patterns, pictures – loves flashing lights |
| 7-12 mo.  | Starts saying familiar words – mama, dada  
           | Starts to use fingers to grasp objects  
           | Responds to familiar vocabulary |
| 12-18 mo. | Begins to develop gross motor skills  
           | Demonstrates balance & coordination  
           | Controls of movement arms & legs  
           | Explores books /pictures independently  
           | Scribbles |
| 18-24 mo. | Sorts and matches objects with guidance  
           | Strings beads  
           | Explores puzzles and blocks  
           | Works towards stringing words together  
           | Pretends to read using babbling |
| 24-36 mo. | Imitates story reading  
           | Uses four word sentences  
           | Knows familiar songs, rhymes, finger plays |
| 36-48 mo. | Knows some songs  
           | Matches letters  
           | Uses descriptive words  
           | Retells a story in sequence  
           | Uses & understands complete sentences  
           | Recognizes name – written  
           | Writes name with model  
           | Uses make believe writing w/ random letters |
| 4 – 5 yrs | Reads environmental signs  
           | Makes up own stories to go w/ pictures  
           | Starts to exhibit reading/writing conventions  
           | Sings ABC song  
           | Uses inventive spelling  
           | Uses prepositions and opposites  
           | Recites 5 – 10 rhymes  
           | Draws their own name and familiar words  
           | Tells a story including beginning, middle & end  
           | Identifies picture rhymes  
           | Uses correct grammar most of the time  
           | Becomes interested in reading  
           | Asks for definitions & can define common words |
### Thinking Skills and Cognitive Development

**Benchmarks: Approach to learning, application of learning & problem solving**

<table>
<thead>
<tr>
<th>Age</th>
<th>Skills and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 mo.</td>
<td>See Physical Development: Sensory Learning</td>
</tr>
<tr>
<td>4-6 mo.</td>
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<tr>
<td>7-12 mo.</td>
<td></td>
</tr>
<tr>
<td>12-18 mo.</td>
<td></td>
</tr>
<tr>
<td>18-24 mo.</td>
<td></td>
</tr>
</tbody>
</table>
| 24-36 mo.    | Follows 1 step directions  
10-15 minute attention span  
Demonstrates prior understanding  
Understands some opposites  
Understands similarities |
| 36-48 mo. 3 – 4 yrs | Asks a lot of questions  
Follows simple 2-step directions  
Focuses on task for at least 5 minutes |
| 4 – 5 yrs    | Follows multi-step directions  
Focuses on a task for 5 minutes, persisting through problems and distraction  
Awa...
<table>
<thead>
<tr>
<th>Mathematics and Numeracy</th>
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</thead>
<tbody>
<tr>
<td><strong>Benchmarks: Numeracy &amp; Mathematics</strong></td>
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</tr>
<tr>
<td>24-36 mo.</td>
<td>Understands “just one”</td>
</tr>
<tr>
<td>36-48 mo. 3 – 4 yrs</td>
<td>Begins to understand ordinal numbers: first, second, third</td>
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<tr>
<td></td>
<td>Counts to 10 consistently</td>
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<tr>
<td></td>
<td>Understands numbers have meaning</td>
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<td></td>
<td>1:1 correspondence to #5</td>
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<td></td>
<td>Knows phone number &amp; address</td>
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<td></td>
<td>Names complex colors</td>
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<td></td>
<td>Explores objects by attributes</td>
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<tr>
<td></td>
<td>Understands concept of more than &amp; less than</td>
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<tr>
<td></td>
<td>Understands physical relationships: over, under</td>
</tr>
<tr>
<td></td>
<td>Draws circles, plus signs and lines</td>
</tr>
<tr>
<td></td>
<td>Demonstrates understanding of positional words: over, under, in, out, on</td>
</tr>
<tr>
<td></td>
<td>Names complex colors and shapes</td>
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<tr>
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<td>Extends A/B pattern</td>
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<td>Recognizes time as a sequence of events that relates to daily life</td>
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<td></td>
<td>Uses appropriate language to discuss measurement: heavy, full, empty</td>
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<tr>
<td>4 – 5 yrs</td>
<td>Counts to 12</td>
</tr>
<tr>
<td></td>
<td>Independently sorts objects by attributes</td>
</tr>
<tr>
<td></td>
<td>Understands the concepts of same, different, equal</td>
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<tr>
<td></td>
<td>Creates an A/B pattern</td>
</tr>
<tr>
<td></td>
<td>Draws squares &amp; triangles</td>
</tr>
<tr>
<td></td>
<td>Demonstrates understanding positional words: above, below, between, next to, far, near, in front of</td>
</tr>
<tr>
<td></td>
<td>Uses appropriate language to discuss measurement: near, far, light (weight)</td>
</tr>
</tbody>
</table>